THEMATIC PROGRESSION ANALYSIS OF STUDENTS WRITING

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Abstract

Thematic progression is a way of developing themes and rhemes in clauses. In other words, thematic progression is a strategy or a specific way to make writing more effective. In addition, thematic progression is a prominent aspect of systemic linguistic functional. Thematic progression has been widely studied in English over the past few years and proves that is very important element in writing. In other words, good writing is effective writing. Therefore, themes and rhemes play a role in creating good texts. Besides that, thematic progression has also been done for many purposes. Therefore, the focus in this study is to describe the pattern of thematic progression in a student writing. It purpose to know which thematic pattern of progression is widely used in the student's writing. Therefore, this research entitled Thematic Progression Analysis in Students' Writing. In this study the researchers used the theory of Bloor and Bloor (2014) which states there are 4 types of patterns of thematic progression, namely the constant theme pattern, the linear theme pattern, the split theme pattern, and the derived theme pattern. To carry out this research, the data is taken from the writings of English A2 / 2014 students in IKIP Siliwangi, Cimahi. There are 47 student writing data. The researcher took 5 samples from the data by choosing the same number of sentences from each text. The results show that the thematic development pattern that is widely used by the students of class A2 / 2014 is the pattern of constant theme, the second pattern is linear theme, the third pattern is the split theme and the last pattern is the derived theme.

Keywords: Thematic progression, Theme, Rheme, The constant theme pattern, The linier theme pattern, The split theme pattern, The derived theme pattern, Students writing.

I. INTRODUCTION

Language is a non-instinctive human communication system for communicating ideas, emotions, and desires by voluntary produced sound structures and can be written, printed and physical sign. In other words, language is a tool used for human communicating. Humans are social beings, so people can socialize they need tools to interact with each other, therefore language is very important for humans. According to Sapier in Kaswan and Suprijadi (2011) language is a purely human and non-instinctive method of communicating ideas, emotions, and desires using voluntarily produced symbols. Whereas according to Arthur (1992: 571) in Kaswan and Suprijadi (2011) language is a human communication system that uses vocal sound structures and can be realized in other media such as writing, print and physical signs. By language people can express needs, wants, hopes, thoughts, problems or plans. Humans are very dependent on language. According to Kaswan & Dasep (2014) language is an integral part of human life to convey needs, wants, expectations, thoughts, concern and plans.

Alhought, according to Suprijadi *et al* language is a complicated signaling system. Therefore, there is the study of all languages called linguistics. Finegan (2012) in Wardhani and A (2013) states that linguistics is a systematic inquiry into human language - into its structure and use and relationships among them, as well as its historical and acquired development by children and adults. The linguistic sphere includes the structure of the language (language) and the underlying grammatical competence and the use of language (and the underlying communicative competence).

One part of systemic functional linguistics is thematic progression. According to Paltridge (2006: 148) in Marfuaty *et al* (2015) thematic progression is the way in which the theme of a clause can be retrieved or repeated, from the meaning of the previous theme or rhema. Thematic progression usually analyzes written text. Therefore, Not (1996: 4) in Katharina (2010) states that thematic progression is necessary in making coherent text and structured grammar.

Theme is the point of departure for what speaker is going to say. According to Halliday (1994: 37) "the Theme is the element which serves as the point of departure of the message; it is that with which the clause is concerned". Besides that, Lock (1996: 222) states that Theme can be identified as the first constituent in the clause. However, Themes are more

than just compilers who happen to come at the beginning of the clause. As part of the clause message selected by the speaker or author as a jumping point, it provides a sort of framework for interpretation of the rest of the message. In other words, theme is the first element that appears at the beginning of the clause used as a marker to the listener or reader about the message to be delivered by the speaker or author.

There are many definitions of themes according to experts. Eggins (2004: 298) states that theme is an element that serves as a 'starting point for a message: this is the clause about'. Moreover, in Katharina (2010) cited in Butt et al. (2001: 114) states that the theme is the starting point or the sign for the speaker, and the rheme is a temporary goal. It means theme is the element of a clause which is a starting point of messages. According to Gerot and Wignell (1995: 103) the theme is what is spoken of. Besides that, Teich (1999: 120) argues that the theme is a specific element of the clause that provides a specific interpretive context. The theme is also a marker from where the message begins and where its purpose. Moreover, Seopriatmadji states that theme will tell the reader or listener about what the speaker or writer thinks.

Themes usually contain information that is already familiar or already given. It is therefore very important to choose a theme at the beginning of the clause in order for a post to be cohesive. By using the theme of the author or speaker can set a text to be effective. Whatever the chosen theme will affect the reader's interpretation of everything that will happen next. according to Johnstone (2002: 99) cited from Katrini and Farikah (2015) it seems that people process information by first identifying what is being discussed and then pay attention to what is said about it. Therefore, the reader or listener needs to get information about what is being discussed and the purpose of the discussion. In other words, the theme can make writing more effective and the message will be more easily understood.

Cited from Marfuaty *et al* (2015) there are four categories of theme usage: (1) theme as topic, (2) theme as element or sentence element, (3) theme as what is known or understood from context, or what is known or given in text and (4) the theme as the beginning of a clause. Whereas according to Firbas (1976) cited from Soepriatmadji there are two concepts of themes: (1) as the initial goal of a message clearly known to the situation from which the conversation progresses; and (2) as the basis of the message being discussed.

According to Freis (1997) in Katrini and Farikah (2015) the theme is technically the first element in the clause (process, participant, or circumstance) plus whatever precedes it. In addition, the theme is functionally the subject where the message is hung, with the initial goal of the clause as a message, the orientation of the elements that make up the particular context for the clause as a message, and realized with the first position in the clause. Theme is not equated as the subject of a sentence. Themes can be realized by nominal groups, verbal groups, adverb groups, prepositional phrases or dependent clauses.

Meanwhile, rheme is the development of Theme that explains the purpose of the theme. According to Halliday (1994: 37) rheme is the 'remainder of the message' whereby part of the theme is developed. Moreover, Eggins (2004: 298) states that rheme is part of the clause where the theme is developed. Besides that, according to Paltridge (2006: 146) in Marfuaty *et al* (2015) rheme is what clauses to say about the theme. Gerot and Wignell (1995: 103) states that rheme is about what is being said.

Rheme is the new information from "the rest of the clause". Rheme can lead backwards and forwards by retrieving information that was not previously available. Rheme usually contains new information. New information is a knowledge that the author thinks the reader does not know, but there needs to be an argument to follow the development of the text. Rheme is not the same as predicate. Rheme can also be called as a temporary goal of a text. Based on Mulatsih (2010) in Marfuaty et al (2015) rheme is the most prominent element of its nature as the messenger in the clause. It means rhema is the last element in the clause. Supriatmadji states that rheme is what a speaker is saying that reveals something new or something unknown from the previous context. In other words, rheme is the opposite of the theme.

According to Li (2010) in Marfuaty et al (2015) themes and rheme are part of thematic structures. In other words, clauses as messages are composed into themes combined with rhema. In addition, Halliday (1994: 37) states that a clause consists of a theme accompanied by rheme (theme + rhema). Themes and rhemes can also be called two terms that represent the way information is shared in a sentence. By using theme and rheme can manage how the information in text development. Therefore, themes and rheme should be interconnected, meaning that any idea in the clause should not be too far from the previous clause.

The organization of themes and rhemes is an important aspect in determining whether a text is effectively arranged or not. Therefore, the theme and rheme is an important component in the preparation of text in order to become a cohesive text. If the writer cannot organize the theme and rheme in a text, then the text will become elusive, automatically the text is not effective. In other words, the organization of themes and rheme will make a text effective.

Cited in Marfuaty *et al* (2015) The thematic theoretical theory was first discovered by Fraantisek Danes in 1974. He argues that thematic progression refer to the choice and sequence of the theme of a particular passage. It means that thematic progression is a way to make a choice or to create a theme sequence on each clause. According to Eggins (1994) in Marfuaty *et al* (2015) thematic progression is information intermediate between themes with rheme in a text. Other than, Paltridge (2000) in Farikah (2013) states that thematic progression is the way the theme of the clause can be retrieved or repeat the meaning of the previous theme or rheme. Besides that, according to Wardhani and A. (2013) cited in Martin and Rother in Paltridge (2000), thematic developments are the study of themes and the analysis of Themes in a clause can be taken or repeated. Thematic development refers to the way clause themes are developed. Theme clause can take or repeat the meaning of the previous theme and rheme.

Bloor and Bloor (2004: 88) states there are four types of Thematic Progression:

1. Constant Theme Patterns. In the theme this pattern is shared by each of these clauses and themes according to the information provided. This pattern keeps the same theme focused along the order of the clause. Information is built in the rheme of each clause.

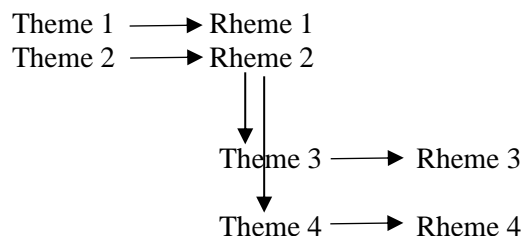   The pattern represented as follow:
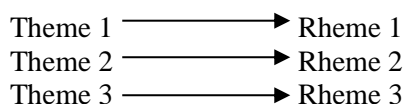
2. Linear Theme Pattern. In this pattern, one clause is taken as the next clause theme.

   The pattern represented as follow:
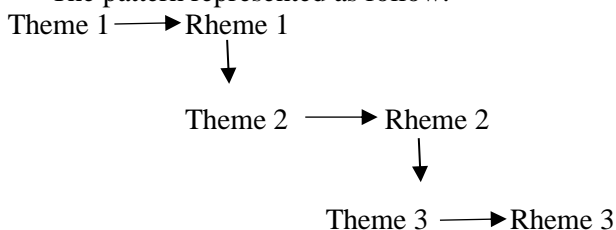
3. Split Rim Pattern. This pattern occurs when the clause rim has two compenents, each taken in turn as the next clause theme.

   The pattern represented as follow:

4. Derived Theme. In this pattern, the theme position is cohesively connected in meaning but not necessarily in form to the previously mentioned topics in the text. The text of the whole section concerns one general idea. The themes of the various clauses of the compilers are all derived from the general sense, but not identical to each other.

   The pattern represented as follow:
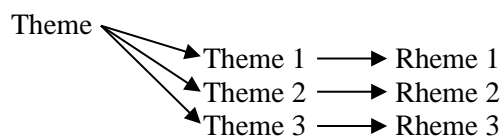
Good text is an effective text in providing information. Using the theme of rheme on thematic progressions can make a text more effective. Over the last few years the theme has been widely researched and proves that theme is very important element for making the effective text. Therefore, setting the theme and rheme is very necessary to produce good writing. By using a theme and rheme can manage how the information in the text develops. Besides that, themes and rhemes are very useful in understanding and producing a text. Based on research by Witt and Faigley (1981) cited in Wang (2007) better students in paper writing are students who develop the ability to use themes and rheme would be more effective in writing. In other words, themes and rhemes is an important in organizing a text because it would make the effective paragraph.

Based on the above background, this study is focused in this study is to describe the pattern of thematic progression in a student writing. Its purpose is to know which thematic pattern of progression is widely used in the student's writing. Therefore, this research entitled Thematic Progression Analysis in Students' Writing.

II. METHOD

The writer used a qualitative research to analyze the Theme-Rheme and to indicate which types of Theme-Rheme most students used in writing a text. The data in this research is taken from the data of students' writing which is the task of Marketing Management of class A2 2014 to be used as samples in the research of Theme-Rheme. In this research, the researchers only select five student data because the data is very much. Data collection techniques are as follows:

1) Read all the result data of marketing management task of students class A2 2014.

2) The researcher chose five data.

3) Analyze the data.

In analyzing the data, there are several stages done by the researcher: 1) read the text, 2) classifying the Theme and the Rheme, 3) identifying the types of Theme and Rheme of each clause in each paragraph, and 4) making conclusions about the results of the analysis. In this case, the researcher uses the theory of Bloor and Bloor (2014) to identify each clause students' writing of the class A2 2014 to indicate the types of Theme and Rheme that students often use such as the constant pattern, the linier pattern, the split pattern, or the derived pattern.

III. RESULTS AND DISCUSSION

a. Results

This chapter discusses data analysis and research findings based on data collection used in this study. As mentioned in the first chapter that this study aims to know which thematic pattern of progression is widely used in the student's writing. Therefore, the researcher found

Text	Paragraph	The Constant Theme Pattern	The Linear Theme Pattern	The Split Theme Pattern	The Derived Theme Pattern	Total Clause
1 (DWA Watch)	1	7	3			11
	2	2	2	1		6
	3	2				3
2 (Jacket)	1	1	1			3
	2	1	2	1		5
3 (Lice Ice Cream)	1	3	3			8
	2	1	3			6
	3				1	3
	4				1	4
4 (Mushroom Crispy Delicious)	1	3		1		8
	2	2				4
	3		1			2
5 (Mimi Milk)	1	4				5
	2	1				2
	3	3				4
	4	2				3
	5	6				8
Total	17	38	15	3	2	85

b. Discussion

Therefore, the researcher describes that:

1. Text 1: DWA Watch

Paragraph 1

Theme	Rheme
DWA	is a new brand of watch from Indonesia.
DWA	is the acronym of DewiWahyuning Astuti.
She	is the owner and the designer of the product.
DWA watch	have numerous kinds of types.
There are a lot of series	which are produce by DWA Inc.
For example	winter and summer series.
In every series	are based on the customer's needs.
For example, in the summer series	is fully equipped with bright and cheerful color to complete customer's summer vibes with amazing design.
And for the winter series	is focus on elegant design with classic colors.
DWA watch	have limited designs which are produce just in certain time.
DWA watch	have a special quality which is water resistant.

In DWA Watch text, DWA Watch is the predominant Themes, appearing in clause 1, 2, 4, 10 and 11. Dewi Wahyuning Astuti as the owner, which appears in the Rheme of clause 2, becomes Theme in clause 3. That, the Theme of clause 5, 6, 7, 8 and 9 refers to series types of DWA Watch.

The pattern of thematic progression in Text 1, Paragraph 1.

Theme 1 ———→ Rheme 1
Theme 2   Rheme 2
Theme 3   Rheme 3
Theme 4   Rheme 4
Theme 5   Rheme 5
Theme 6   Rheme 6
Theme 7   Rheme 7
Theme 8   Rheme 8

Theme 9   Rheme 9
Theme 10   Rheme 10
Theme 11   Rheme 11
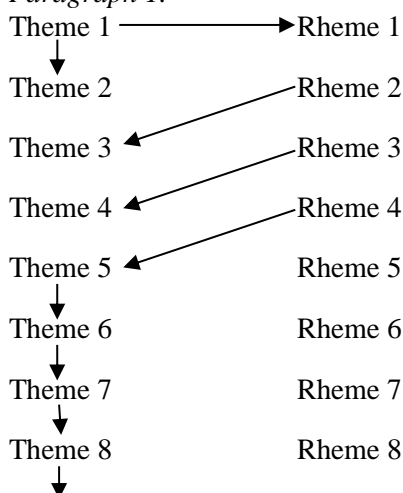
Description: In the text 1, paragraph 1 there are 11 clauses. In this paragraph the researcher found two patterns, that is the linear theme pattern and the constant theme pattern. The linear theme pattern is employed by repeating Rheme in clause 2 (is the acronym of Dewi Wahyuning Astuti) as Theme in clause 3 (She), the Rheme in clause 3 (is the owner and the designer of the product) as the Theme in clause 4 (DWA watch), and Rheme in clause 4 (have numerous kind of types) as Theme in clause 5 (There are a lot of series). The constant theme pattern is by repeating Theme in clause 1 (DWA), 5 (There are a lot of series), 6, 7, 8, 9 and 10 as Theme in clause 2 (DWA), 6 (For example), 7, 8, 9, 10 and 11.
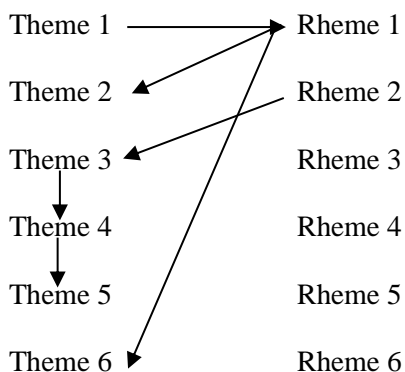
Paragraph 2

Theme	Rheme
The title	is identifying market segments and targets.
In the point A segmenting consumer behavior	there are many different ways that segmentation may be performed; the first is age segmentation, DWA product or DWA watch segmented in 20-35 age.
Second, gender segmentation	DWA watch can be marketed in both female and male gender.
Third is lifestyle segmentation	DWA watch segmented in outdoor and indoor activity.
The geographic segmentation	of DWA watch is styles and the psychographic segmentation of DWA watch is the personality of customer.
For the market targeting	of DWA watch is undifferentiated marketing, which is produces only one product that is watch.

In the paragraph 2, the Theme of clause 1 is The title, the Theme in clause 2 is In the point A segmenting consumer behavior, the theme of clause 3

is Second, gender segmentation, the theme of clause 4 and 5 refers to theme in the clause 3 and the theme of clause 6 is For the market targeting, which appears in the Rheme of clause 1.

*The pattern of thematic progression in Text 1, Paragraph 2.*

In the paragraph 2, there are 6 clauses. In this paragraph the researcher found three patterns that is the linier theme pattern, constant theme pattern and the split theme pattern. The linear theme pattern is employed by repeating Rheme in clause 1 (is identifying market segments and targets) as Theme in clause 2 (In the point A segmenting consumer behavior) and by repeating Rheme in clause 2 (there are many different ways that segmentation may be performed; the first is age segmentation, DWA product or DWA watch segmented in 20-35 age) as Theme in clause 3 (Second, gender segmentation). Meanwhile, the constant theme pattern is employed by repeating Theme in clause 3 (Second, gender segmentation) as Theme in clause 4 (Third is lifestyle segmentation), and by repeating theme in clause 4 (Third is lifestyle segmentation) as theme in clause 5 (The geographic segmentation). Besides, the split theme pattern is employed by repeating Rheme in clause 1 (is identifying market segments and targets) as the Theme in clause 6 (For the market targeting).

Paragraph 3

Theme	Rheme
DWA watch	is a best choice to use appropriate watch in any situation.
Because DWA watch	segmental in many segmentation and appropriate target market.
Because the DWA	focus on customer needs and the value of its product.

In paragraph 3, DWA watch is the predominant Themes, appearing in clause 1, 2, and 3.

The pattern of thematic progression in Text 1, Paragraph 3.
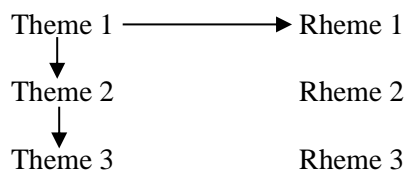
In the paragraph 3, there are 3 clauses. In this paragraph the researcher found only one pattern that is the constant theme pattern. The constant theme pattern is employed byrepeating Theme in clause 1 (DWA watch) as Theme in clause 2 (Because DWA watch) and as the Theme in clause 3 Because the DWA).

2. Text 2: Jacket

Paragraph 1

Theme	Rheme
I	have a product that is jacket.
Jacket	is the stuff the people need, besides the variation of appearance as well for the erratic weather as now.
This jacket	can be worn by men, women and hijabers, at this time it is a trend style, and my production has advantages such as waterproof, having a large pocket for wallet and hand phone and then the price is cheap.

In Jacket text - paragraph 1, Jacket is the predominant Themes, appearing in clause 2 and 3. "I" appearing as a Theme in clause 1.

*The pattern of thematic progression in Text 2, Paragraph 1.*
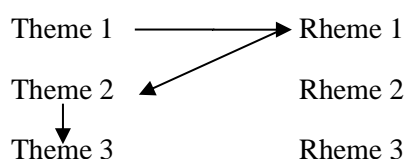
In the text 2 - paragraph 1 there are 3 clauses. In this paragraph the researcher found two patterns, that is the linier theme pattern and the constant theme pattern. the linear theme pattern is by repeating Rheme in clause 1 (have a product that is jacket) as the theme in the clause 2 (Jacket). Besides, the constant the pattern is employed byrepeating Theme in clause 2 (Jacket) as Theme in clause 3 (This jacket).

Paragraph 2

Theme	Rheme
The jacket	are widely used by students jacket besides can warm our body also make we trend style can be used in all weather.
To know this product	much in demand by the man or woman the marketers use in store observation by using video in the sore to know that.
The marketers	can use technique in-home observation to know the buyers or customers more female or male enthusiasts by selling door to door and using video also.
To find out the use of jackets	more attractive men or women the marketers can use data mining by looking for such information with trends.
We can increase our sales	by use data mining because with the technique we can know information about today's trend.

In paragraph 2, Jacket is Themes that appearing in clause 1 and 2. The marketers is the theme in the clause 3 which appears in the Rheme of clause 2, the rheme in the clause 1 appearing in the theme of clause 4, and the rheme in the clause 4 become the theme in clause 5.

The pattern of thematic progression in Text 2, Paragraph 2.

Theme 1 ⟶ Rheme 1
Theme 2   Rheme 2
Theme 3   Rheme 3
Theme 4   Rheme 4
Theme 5   Rheme 5
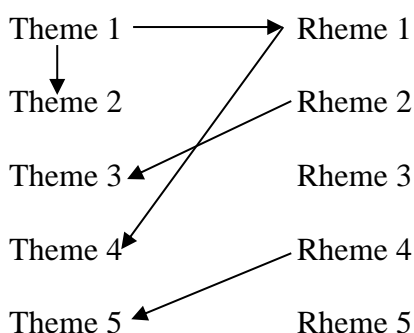
In paragraph 2 there are 5 clauses. In this paragraph the researcher found three patterns that is the constant theme pattern, the linear theme pattern and the split theme pattern. The constant theme pattern is employed byrepeating Theme in clause 1 (The jacket) as Theme in clause 2 (to know this product). The linear theme pattern is by repeating Rheme in clause 2 (much in demand by the man or woman the marketers use in store observation by using video in the sore to know that) as Theme in clause 3 (The marketers) and by repeating rheme in the clause 4 (more attractive men or women the marketers can use

data mining by looking for such information with trends) as a theme in the clause 5 (We can increase our sales) and the split theme pattern is employed by repeating the Rheme in clause 1 (are widely used by students jacket besides can warm our body also make we trend style can be used in all weather) as Theme in clause 4 (To find out the use of jackets).
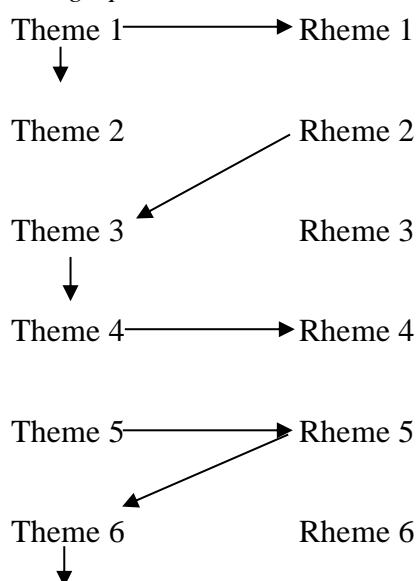
3. **Text 3: Lice Ice Cream**

Paragraph 1

Theme	Rheme
Lice	is a brand of ice cream in Cimahi, Indonesia.
Lice	have a meaning Larasati Ice.
Larasati	is the owner of the Lice.
She	is live in Cimahi.
Lice	have a many famous flavor.
There	is spicy sweet mango Lice, sweet darkness crunch Lice, monster green flavor Lice, the sweetness red kiss, the sweetness rain brown, and the fruity pretty Lice.
So there	are six famous flavor in Lice.
Lice Ice Cream	exist since February 10th 2017.

In Lice Ice Cream text - paragraph 1, Lice is the predominant Themes, appearing in clause 1, 2, 5, and 8. Larasati as the owner, which appears in the Rheme of clause 2, becomes Theme in clause 3 and clause 4. That, the Theme of clause 6, and 7 refer to the flavor of Lice Ice Cream.

The pattern of thematic progression in Text 3, Paragraph 1.

Theme 1 ⟶ Rheme 1
Theme 2   Rheme 2
Theme 3   Rheme 3
Theme 4 ⟶ Rheme 4
Theme 5 ⟶ Rheme 5
Theme 6   Rheme 6
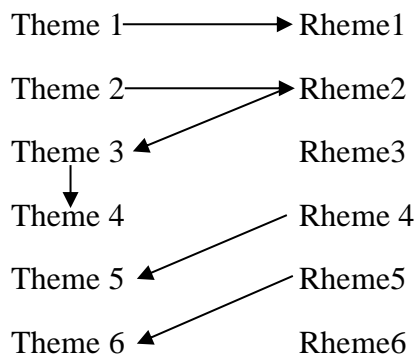
Theme 7   Rheme 7

Theme 8   Rheme 8

In the text 3 - paragraph 1 there are 8 clauses. In this paragraph the researcher found two patterns, that is the constant theme pattern and the linear theme pattern. The constant theme pattern is employed byrepeating Theme in clause 1 (Lice)as Theme in clause 2 (Lice). Whereas, the linear theme pattern is by repeating Rheme in clause 2 (have a meaning Larasati) as Theme in clause 3 (Larasati), Rheme in clause 3 (the owner of the Lice) as Theme in clause 4 (She), Rheme in clause 5 (have a many famous flavor) as Theme in clause 6 (There), Rheme in clause 6 (is spicy sweet mango Lice, sweet darkness crunch Lice, monster green flavor Lice, the sweetness red kiss, the sweetness rain brown, and the fruity pretty Lice) as Theme in clause 7 and Rheme in clause 7 (are six famous flavor in Lice) as Theme in clause 8 (Lice Ice Cream).

Paragraph 2

Theme	Rheme
The marketers in Lice	think that the importance of understanding buyers.
In this era globalization	the customers demand about flavor of ice cream so highly.
They	are want the different flavor for ice cream.
And as customer demand in this globalization	Lice give the new flavor for customer.
There	are six new flavor.
That	is spicy sweet mango Lice, sweet darkness crunch Lice, monster green flavor Lice, the sweetness red kiss, the sweetness rain brown, and the fruity pretty Lice.

In the paragraph 2, the Theme of clause 1 and 2 are "the marketers in Lice" and "In this era globalization". The customers' demand, which appears in the Rheme of clause 2, becomes Theme in clause 3 and 4. The Theme of clause 5, and 6 refers to the new flavor of Lice in Rheme of clause 4.

The pattern of thematic progression in Text 3, Paragraph 2.

Theme 1 ⟶ Rheme1

Theme 2 ⟶ Rheme2

Theme 3   Rheme3

Theme 4   Rheme 4

Theme 5   Rheme5

Theme 6   Rheme6

In the paragraph 2, there are 6 clauses. In this paragraph the researcher found two patterns, that is the constant theme pattern and the linear theme pattern. The constant theme pattern is by repeating Theme in clause 3 (They)as Theme in clause 4 (as customer demand). Meanwhile, the linear theme pattern is employed by repeating Rheme in clause 2 (the customers demand) as Theme in clause 3 (They), Rheme in clause 4 (new flavor of Lice) as Theme in clause 5 (There), Rheme in clause 5 (are six new flavor) as Theme in clause 6 (That).

Paragraph 3

Theme	Rheme
The marketers in Lice ice cream	know and understanding buyers from people in this globalization
What the people want	about the flavor of ice cream in this era.
The marketers too know	about the customers want in this era about the flavor.

In the paragraph 3, the Theme of clause 1 is the marketers in Lice ice cream. The Theme of clause 2 and clause 3 are what the people want and the marketers too know which refers to know and understanding buyers in Rheme of clause 1.

The pattern of thematic progression in Text 3, Paragraph 3.
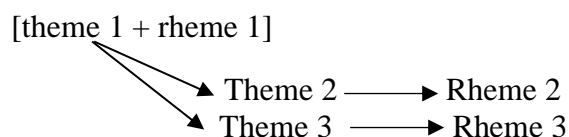
[theme 1 + rheme 1]

Theme 2 ⟶ Rheme 2
Theme 3 ⟶ Rheme 3

In the paragraph 3, there are 3 clauses. In this paragraph the researcher found only one pattern that is the derived theme pattern. The derived theme pattern is employed by repeating Rheme in clause 1 (know and understanding buyers) as Theme in clause 2 (what the people want) and Theme in clause 3 (the marketers too know).
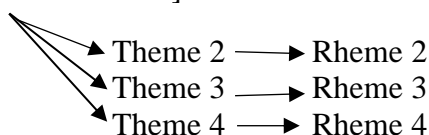
Paragraph 4

Theme	Rheme
The marketers	in store observation
if the customer in the first come to ice cream store	The customeralmost invariably walk to the display window ice cream
And the next day	they are see slow down to choose the flavor they want
And the finally	they see a menu and price list about flavor ice cream which they want.

In the paragraph 4, the Theme of clause 1 is the marketers in store observation. The theme of clause 2, 3, and 4 has relation with Rheme if clause 1.

The pattern of thematic progression in Text 3, Paragraph 4.

[theme 1 + rheme 1]

Theme 2 ⟶ Rheme 2
Theme 3 ⟶ Rheme 3
Theme 4 ⟶ Rheme 4

In the paragraph 4, there are 4 clauses. In this paragraph the researcher found one pattern that is the derived rheme pattern. In the derived rheme pattern every clauses have different themes. In the clause 2 the theme is "if the customer in the first come to ice cream store", in the clause 3 the theme is "And the next day" and in the clause 4 the theme is "And the finally".However, every themes refers to the marketers in store observation.
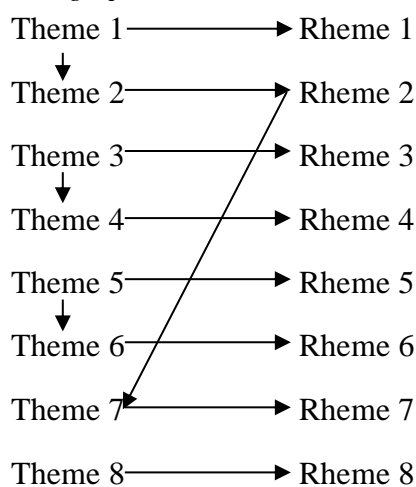
4. Text 4: Mushroom Crispy Delicious

Paragraph 1

Theme	Rheme
Mushroom Crispy Delicious	is the snack that made by mushroom, flour, and the secret spices.
That	made with love, cooking carefully, and the ingredients with the good quality.
We	can consume that snack anywhere, anytime because that snack very hygienist and low fat.
Because we	use coconut oil with high quality.
You	can choose the taste because so many choices.
And you	can buy it whenever because is not expensive.
They	are crispy and tasty

And you	will love them so much that you'll want to serve them always with a great smile

In Mushroom Crispy Delicious text - paragraph 1, Mushroom crispy delicious is the Themes, that appearing in clause 1 and 2. In the clause 3 and 4 the Theme is We, and the Theme of clause 5 and 6 isYou. The Rheme in the clause of 1 becomes Theme in clause 7 and in clause 8 the Theme is You.

The pattern of thematic progression in Text 4, Paragraph 1.

Theme 1 ⟶ Rheme 1
Theme 2 ⟶ Rheme 2
Theme 3 ⟶ Rheme 3
Theme 4 ⟶ Rheme 4
Theme 5 ⟶ Rheme 5
Theme 6 ⟶ Rheme 6
Theme 7 ⟶ Rheme 7
Theme 8 ⟶ Rheme 8

In the text 4 - paragraph 1 there are 8 clauses. In this paragraph the researcher found two patterns, that is the constant theme pattern and the split rheme pattern. The constant pattern is by repeating Theme in clause 1 (Mushroom Crispy Delicious)as Theme in clause 2 (That), the Theme in clause 3 (We) as Theme in clause 4 (Because we) and the Theme in clause 5 (You) as Theme in clause 6 (and you). Whereas, the split rheme pattern is employed by repeating Rheme in clause 1 (is the snack that made by mushroom, flour, and the secret spices) as Theme in clause 7 (They).
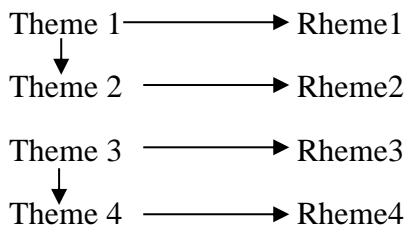
Paragraph 2

Theme	Rheme
My product	can be consume by woman or man between the ages of 5 – 50 years old,
And of course that	can be consumed by children until adult based on life cycle segmentation.
The estimate income of Mushroom Crispy Delicious	will achieve start from $ 1.000 until over $ 100.000

And of course that	income will make our company and also income for the investor will have big income.

Inparagraph 2,My product is the Themes, that appearing in clause 1 and 2. In the clause 3 and 4 the Theme is The estimate income of Mushroom Crispy Delicious.

The pattern of thematic progression in Text 4, Paragraph 2.

Theme 1 ⟶ Rheme1
↓
Theme 2 ⟶ Rheme2
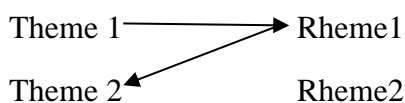
Theme 3 ⟶ Rheme3
↓
Theme 4 ⟶ Rheme4

In the text 2 – paragraph 2 there are 4 clauses. In this paragraph the researcher found only one pattern, that is the constant theme pattern, that is by repeating Theme in clause 1 (My product)as Theme in clause 2 (and of course that) and the Theme in clause 3 (The estimate income of Mushroom Crispy Delicious) as Theme in clause 4 (and of course that).

Paragraph 3

Theme	Rheme
The target marketing of Mushroom Crispy Delicious	is undifferentiated marketing because this firm just produce one product with the special service and good quality that have different characteristic, different taste, and of course different service with other firm.
So, for the investor	you have to choose this firm to invest because the product of this firm will promise for the investor.

In paragraph 3, The target marketing of Mushroom Crispy Delicious is the Themes, that appearing in clause 1. In the clause 2, the Theme is For the investor.

The pattern of thematic progression in Text 4, Paragraph 3.

Theme 1 ⟶ Rheme1

Theme 2 Rheme2

In the text 4 – paragraph 3 there are 2 clauses. In this paragraph the researcher found only one pattern that

is the linear theme pattern. That is by repeating rheme in clause 1 (is undifferentiated marketing because this firm just produce one product with the special service and good quality that have different characteristic, different taste, and of course different service with other firm) as Theme in clause 2 (So, for the investor).

Text 5: Mimi Milk

Paragraph 1

Theme	Rheme
This is a product	that use raw materials from cow's milk of fresh choice.
This product	are manufactured and sterilized by ultra-high temperature (UHT) process.
This milk	contains calcium, protein, carbohydrates, vitamins, magnesium needed to maintain body health and growth.
This product	is good for family healt and this product is recommended for children.
The name of our product	is Mimi Milk.

In Mimi Milk text - paragraph 1, This is a product is the Themes, that appearing in clause 1 and 2. In the clause 3 the Theme is This milk, the Theme in the clause 4 is This product, and the Theme of clause 5 is This name of our product.

The pattern of thematic progression in Text 5, Paragraph 1.

Theme 1 ⟶ Rheme 1
↓
Theme 2 Rheme 2
↓
Theme 3 Rheme 3
↓
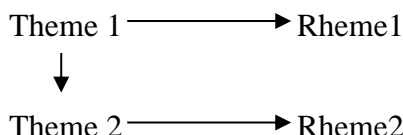Theme 4 Rheme 4
↓
Theme 5 Rheme 5
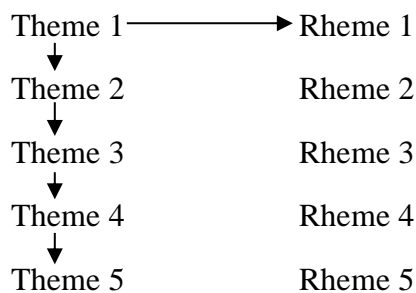
Description: In the text 5, paragraph 1 there are 5 clauses. In this paragraph the researcher found the constant theme pattern. The constant theme pattern is employed by repeating Theme in clause 1 (this is a product) as the Theme in clause 2 (this product), as the Theme in clause 3 (this milk), as the Theme in the clause 4 (this product), and as the Theme in clause 4 (the name of our product).

Paragraph 2

Theme	Rheme
Mimi Milk	is one of the dairy product brand from Jaya Milk.
Mimi Milk	is a milk beverage product that has been long know by the people of Indonesia.

Inparagraph 2, Mimi milk is the Themes, that appearing in clause 1 and 2.

The pattern of thematic progression in Text 5, Paragraph 2.
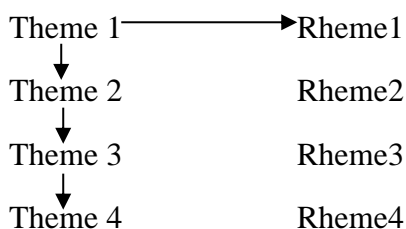
Theme 1 ⟶ Rheme1
⟱
Theme 2 ⟶ Rheme2

In the text 5 – paragraph 2 there are 2 clauses. In this paragraph the researcher found only one pattern, that is the constant theme pattern, that is by repeating Theme in clause 1 (mimi milk) as Theme in clause 2 (mimi milk).

Paragraph 3

Theme	Rheme
Mimi Milk	is very important for child growth and for family health, because Mimi Milk has many vitamins and substances that are beneficial to our body.
By drinking Mimi Milk	in every morning we can get the needs of our nutritional intake well and healty.
This product	is not same with other product than can make dependence and make our body to fat.
This product	in addition to the price is friendly with our pockets of Indonesians this product is also accompanied by various advantage.

Inparagraph 3, Mimi milk is the Themes, that appearing in clause 1 and 2. In the clause 3 and 4 the Theme is This product.

The pattern of thematic progression in Text 5, Paragraph 3.

Theme 1 ⟶ Rheme1
⟱
Theme 2   Rheme2
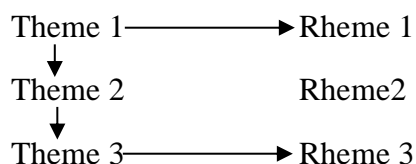⟱
Theme 3   Rheme3
⟱
Theme 4   Rheme4

In the text 5 – paragraph 3 there are 4 clauses. In this paragraph the researcher found only one pattern, that is the constant theme pattern, that is by repeating Theme in clause 1 (mimi milk) as Theme in clause 2 (by drinking mimi milk) and the Theme in clause 3 (this product) as Theme in clause 4 (this prouct).

Paragraph 4

Theme	Rheme
This product	is created by the manufacturer to invite people to be more aware of the importance of drinking milk, especially pure milk like Mimi Milk.
This product	is design so that when easily remembered by consumers, when the consumers hear the name of Mimi Milk then customer directly think of drinking milk, especially Mimi Milk.
Because Mimi Milk	is the pioneer of pure milk Indonesia "Mimi Susunya Mimi Milk"

Inparagraph 4, This product is the Themes, that appearing in clause 1 and 2. In the clause 3 the Theme is Because mimi milk.

The pattern of thematic progression in Text 5, Paragraph 4.

Theme 1 ⟶ Rheme 1
⟱
Theme 2   Rheme2
⟱
Theme 3 ⟶ Rheme 3

In the text 5 – paragraph 4 there are 3 clauses. In this paragraph the researcher found the constant theme pattern that is by repeating Theme in clause 1 (this product) as Theme in clause 2 (this product) and as the Theme in clause 3 (because mimi milk),
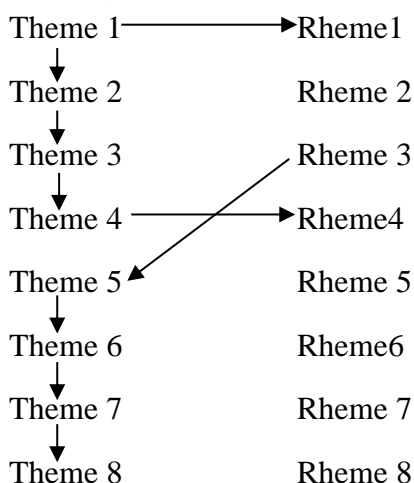
Paragraph 5

Theme	Rheme
Mimi Milk	is one of the brand project from Jaya Milk.
This product	is durable packed with 5 layers protect from air and bacteria that can contaminate milk.
Mimi Milk	have many variance – Mimi Milk low fat high calcium, Mimi Milk flavor variance (e.g strawberry, chocolate,

	vanila, etc) with delicious special flavor combination.
Milk	is suitable for drinking after a move or exercise.
Variance tastes	made from natural ingredients.
This milk	is good for children consumed 1 year and above.
The variants of size of Mimi Milk	is 125 ml, 200 ml, 1000 ml.
Mimi Milk pioneer Indonesian Milk	Mimi Susuya Mimi Milk.

In paragraph 5, Mimi milk is the Themes, that appearing in clause 1, 2, 3, and 4. In the clause 5 theme is variance tastes, that is by repeating the rheme in clause 3. In the clause 6 the theme is this milk, that appearing in clauses 7 and 8.

The pattern of thematic progression in Text 5, Paragraph 3.

Theme 1 ————→ Rheme1
Theme 2   Rheme 2
Theme 3   Rheme 3
Theme 4 ————→ Rheme4
Theme 5   Rheme 5
Theme 6   Rheme6
Theme 7   Rheme 7
Theme 8   Rheme 8

In the text 5 – paragraph 5 there are 8 clauses. In this paragraph the researcher found two patterns, that is the constant theme pattern and the split rheme pattern. The constant pattern is by repeating Theme in clause 1 (mimi milk) as Theme in clause 2 (this product), the Theme in clause 3 (mimi milk) as Theme in clause 4 (milk), the Theme in clause 5(Variance tastes) as Theme in clause 6 (this milk), and the Theme in clause 7 (the variants of size of milk) as Theme in clause 8 (mimi milk pioneer Indonesian milk). Whereas, the split rheme pattern is employed by repeating Rheme in clause 3 {have many variance – Mimi Milk low fat high calcium, Mimi Milk flavor variance (e.g strawberry, chocolate, vanila, etc) with delicious special flavor combination} as Theme in clause 5 (Variance tastes).

IV. CONCLUSION

Based on research data of Students Writing in class A2 / 2014, the researcher uses five students' written texts with a total of 17 paragraphs and 85 clauses. The researcher found 4 thematic progression patterns that is the constant theme pattern, the linear theme pattern, the split theme pattern and the derived theme pattern.

Researchers found the thematic development pattern that is widely used by students of class A2 / 2014 is a constant theme pattern, the second pattern is linear theme, the third pattern is the split theme and the last pattern is the derived theme.

The constant theme patterns are widely used because they are quite easy to use by repeating themes in the previous clause, the linear theme pattern can be used by taking the rheme from the previous clause to serve as the theme in the next clause, the split theme pattern can be used by taking rheme for two themes and the derived theme patterns can be used by using a theme as a topic to develop the next clause.

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